

2001 Community Food Projects

Grantee 2003 Annual Report Summary

Delaware's Training Kitchen, Feeding Children

Food Bank of Delaware, Inc.

Newark, DE

FY 2001 grantee, funded at \$125,000 for three years

Report received December 10, 2003

Project goal: To utilize food available in the community to train unemployed persons in basic food preparation skills that will lead to employment and to increase nutrition resources for low-income children and adults through the provision of nutritious meals in after-school and summer feeding programs. The project will be implemented in collaboration with Goodwill Industries of Delaware and Delaware County.

OBJECTIVES

Proposed

1. Recruit and hire a Chef Instructor for a job training community kitchen and onsite classroom in the food bank.
2. Develop or adapt a production and foodservice skills curriculum that includes meal preparation components.
3. In conjunction with project partner Goodwill Industries, recruit and screen welfare-to-work clients and other social service referrals for participation in the kitchen training classes.

Performance

1. A qualified chef instructor was hired in year one on a full-time basis to teach program participants. He provided instruction for two classes during year one and continued to provide training in year two.
2. A complete curriculum was designed and put into use, but it is updated quarterly and adapted as needed to cover guest chefs and lecturers, etc.
3. Goodwill Industries has the primary responsibility for outreach, and though recruiting has been successful, the number of dropouts from the class has been higher than expected. In the first class, 12 of 15 enrollees graduated, but only five persons completed the second class.

Adjustments have been made, with other social service agencies also providing referrals. Class size during year two was increased to 18 students, with an average of 12 graduating from each class.

4. Implement twelve-week training sessions for clients.

5. In conjunction with project partner Goodwill Industries, provide case management and job placement services for clients in the training sessions.

6. Distribute meals prepared in the Training Community Kitchen to food bank member agencies feeding children in after school and summer programs.

7. Along with Goodwill, provide follow-up and evaluation of training program graduates.

8. Develop a business plan for project sustainability.

4. Two twelve-week training sessions were implemented during year one and third one was begun. By the end of year three, seven classes had been trained. Training includes basic food service skills, food safety, and life skills.

5. During year one, Goodwill provided some case management services, as the type and quality of those services was being negotiated with the grantee. In year two, case management services were expanded, being provided 34 hours per week by a full-time case manager.

6. An average of 3,000 meals per day were prepared in the Community Kitchen in year one for children in two Delaware Counties. Food service increased to 3,200 summer meals daily in year two, delivered to 57 meal sites in two counties. Reimbursements for these meals were received under the Summer Food Service (SFSP) and Child and Adult Care Food (CACFP) Programs. Excess meal production was sent to shelters.

7. The grantee and Goodwill have been tracking training graduates in regard to placements and wage rates. Year-end statistics from the project's second year found most training program graduates retaining jobs of several months, with 53 percent still at work after 120 days from placement, with an average wage of \$8.50.

8. In addition to continuing to seek federal program reimbursements for meals served, the grantee is investigating the possibility of a private catering business to generate additional income for the kitchen operation.

PROJECT SELF-SUSTAINABILITY

In addition to continuing to seek federal program reimbursements from the SFSP and CACFP for meals served, the grantee is investigating the possibility of a private catering business to generate additional income for the kitchen operation. Other funding sources are also being sought.

2001 Community Food Projects

Grantee 2003 Annual Report Summary

Bowdoinham's Community Food Project

Friends of the Bowdoinham Public Library

Bowdoinham, ME

FY 2001 grantee, funded at \$22,000 for three years

Report received December 1, 2003

Project goal: To create a model community approach for food self-reliance in a rural, agricultural town through community and school agriculture education programs, innovative linkages to support locally grown foods, and the establishment of a community farmers' market.

OBJECTIVES

Proposed

1. Provide an in-school "visiting farmer" program at the Bowdoinham Community School.
2. Offer teacher training on the Food, Land, and People curriculum in conjunction with the University of Maine Cooperative Extension.
3. Expand youth gardening efforts at the Community Garden by including a greenhouse.

Performance

1. Four producers visited school classes in year one - a vegetable farmer, poultry farmer, maple syrup producer, and beekeeper.

In year two, 12 farmers and producers made classroom visits and eight of them provided educational displays. A second grade class conducted an extensive project on the life cycle of an egg, including the incubation of chicken eggs.
2. Cooperative Extension staff provided a training workshop for 10 teachers in year one. A "Teacher Toolbox" with materials for 15 lessons was created for the curriculum and used by several teachers during year two.
3. The youth gardening program increased participation in year one and grant funds used for fencing helped enhance the garden. Children sold greens and garlic at the local farmers' market.

A greenhouse kit was purchased and assembled in year two. The school installed motion sensors in the greenhouse to reduce

the risk of vandalism. Winter lettuce was grown and the youth gardening program continued to expand its participation.

4. Develop gardening opportunities for low-income elderly persons.

4. Tomato and green pepper seedlings were distributed to seniors in the local low-income housing complex in years one and two.

5. Provide community classes on gardening, composting, and food preservation.

5. Gardening classes on such topics as water conservation, composting, and landscape design were offered at the public library in year one. Grant funds also purchased 47 new books on gardening, raising animals, preserving foods, and other topics for the local library's permanent collection.

In year two, six community classes were held at the community garden site on topics such as basic gardening, composting, and food preservation. A children's gardening and cooking program – Food Freaks – with up to 30 kids met weekly to learn about and prepare local foods. Food Freaks prepared a community supper from garden-grown food that was attended by over 225 people.

6. Conduct an outreach campaign to connect local hunters with Hunters for the Hungry.

6. A Hunters for the Hungry effort was promoted locally during years one and two through posters prominently displayed at the local game station during the hunting season.

7. Connect organizers of local public suppers and other community events with local growers to promote Maine agricultural products.

7. Community groups were encouraged in year one to source food locally for meeting events, festivals, and fundraisers, and several did.

During year two, a Spring Brunch featuring locally grown and produced foods – eggs, ham, pancakes and syrup, yogurt, granola, potatoes, milk, and cider – drew over 300 residents. The event also included a children's art show depicting their "My Favorite Maine Food," with 76 entries. A mini-farmers' market was also supported.

8. Promote a Plant a Row for the Hungry program within the community.

8. The Plant-a-Row program was promoted as part of the grantee's annual plant sale

9. Coordinate a drop-off location within the town for community supported agriculture programs.

10. Assist Cathance Coop members in developing a system for the purchase of locally produced food.

11. Assist the two local stores and restaurant in identifying ways to promote, sell, and feature locally produced food.

12. Create a linkage between the school district nutrition program and local farmers.

13. Assist in the development of a centrally located farmers' market in town.

14. Aid farmers in participating in the Maine Senior Farm Share program, WIC Farmers' Market Nutrition Program, and the Food Stamp Program.

15. With the assistance of the cooperative extension, provide nutrition education and food preservations displays and a food demonstration at the farmers' market.

16. Help farmers develop a food recovery plan for the donation of left-over produce from the market to a local food pantry.

during the project's first two years.

9. The grantee worked with a CSA farmer to coordinate a pick-up site for participating families in Bowdoinham.

10. Contacts were made between the Coop and one local farm.

11. In both years one and two, one of the local stores featured locally grown fruits and vegetables, while one restaurant used bread from a local bakery.

12. Each Wednesday during the school year, children from Food Freaks prepared a lunch item using locally grown produce.

13. When the project started, a local farmers' market was in operation with four vendors. The project successfully increased the number of vendors to seven. Grant funds helped publicize the market with road signs, posters, and bulk mailings.

14. Two farmers redeem WIC FMNP coupons and another accepts food stamps.

15. Cooperative Extension provided nutrition education and food preservation displays at the market in year two.

16. Donations have been minimal, as the local farmers' market is held on Fridays and most vendors retain their unsold items to sell at another market on Saturdays.

PROJECT SELF-SUSTAINABILITY

This low budget project plans to rely on an active cadre of approximately 25 community volunteers to continue activities following the termination of federal funding. The Food Freaks group plans to evolve into a school-based 4-H program once the grant period is over. The Maine School Garden Network has recognized Bowdoinham's efforts and featured it at a conference. The "My Favorite Maine Food" posters were submitted to the state Department of Agriculture.

2001 Community Food Projects

Grantee 2003 Annual Report Summary

Delta Youth Enterprise Program

Mid-Delta Community Center

Cleveland, MS

FY2001 grantee, funded at \$143,500 for three years

Report received December 16, 2003

Project goal: Targeting at-risk youth in a very high need area of rural Mississippi, the two main focuses of the project are increasing access to quality, affordable produce and encouraging the long-term involvement of youth in the farm economy as food producers with a career in agriculture.

OBJECTIVES

Planned

1. Increase opportunities for predominantly low-income persons in the community to access quality, affordable produce.

A. Operate a vegetable farm of approximately 10 acres.

B. Recruit 30 youth, ages 12 through 18, through the local school district to participate in the project.

C. A total of 90 youth will complete the program during the three-year project.

Performance

1. The project is trying to increase the availability of produce for low-income persons who lack reliable public and private transportation and live in isolated communities.

A. During year one, the project planted approximately eight acres of peas, three of butter beans, and one-half acre of okra.

During year two, the project planted approximately nine acres of peas, one acre of butterbeans, and one-half acre of okra.

B. Budget revisions reduced the number of students in the project to 15, and that number of students, ages 12-18, was recruited in year one through the local high school. A total of 17 students in that age group participated in year two.

C. The total number of student participants during the three-year project was reduced due to budget considerations.

D. Provide training to youth in the essential and fundamental principles of farm operations.

E. Execute a contract-like agreement with each participant containing the terms and conditions of compensation for participation in the project.

F. Establish a curriculum on farm operations, including marketing, management, planting, and harvesting.

G. Include four months of training on field preparation, planting, maintenance, and weed and pest control.

H. Include four months of training on produce harvesting, pricing, and distribution.

D. Students were instructed in the basics of farm operations during the summer of the project's first year. In year two, students were taught in class how to safely apply chemicals and operate tools and farm equipment.

E. Students were paid a stipend in year one for their summer work, though it was unclear whether the grantee executed contracts with the students.

Year two students were reluctant to sign a contract because most were anticipating finding summer jobs or fulfilling military obligations. Those who stayed were paid a stipend for class participation and summer involvement.

F. No work was done on the curriculum in year one of the project.

In year two, classroom instruction was provided to students on how to market their produce, when to plant, care and maintenance of crops, when to harvest, marketing, and the safe operation of tools and equipment.

G. Time in school for participating students and drought during the summer of year one limited the amount of hands-on training time provided.

During year two, students were involved in weed and grass control for all crops. Frequent rains caused significant weed and grass growth in the fields. Students weeded manually when chemical controls failed.

H. Students assisted with the harvest in year one, but field time was limited as crops withered in the dry weather.

2. Encourage youth interest, participation, and long-term involvement as producers of food by incorporating entrepreneurship and the benefits of the farm economy into the project.

A. Identify youth from the local school district to assist with farm management, marketing, and distribution.

B. Provide nutritional information to help low-income families make healthy food choices.

C. Increase job and life skills for youth by career training in gardening and farm apprenticeships.

D. Students will help distribute foods to low-income elderly, disabled, and rural persons in the community.

E. Students will schedule regular delivery routes to vendors.

F. Trips for elderly, disabled, and other low-income persons to the garden site, farmers' markets, and other food outlets will be arranged by the students.

In year two, production was good and students sent three days a week harvesting their crops. They shelled peas and beans for sale. A local business, Delta Well and Supply, helped students with shelling and marketing.

2. Youth in depressed communities can help enhance food security through small farms, gardens, and other activities.

A. Fifteen students, aged 12-18, were identified to participate in the project in year one, with 17 students of that age participating in year two.

B. No activities were undertaken on nutrition education in year one. In year two, classroom instruction on the nutritional value of all vegetables grown and marketed was provided by the project director.

C. Students received limited career training in year one due to the drought and the late arrival of funding. In year two, students were presented with information on career opportunities in farm related jobs.

D. Students sold as much product as possible to the low-income community and the elderly.

E. Students picked crops and sold or distributed them to persons in the community during year one. In year two, students took produce to Delta Well and Supply for shelling and sale.

F. Due to the limited supply of produce, delivery routes were not established in year one.

In year two, students informed the

elderly and low-income of the availability of fresh produce along with directions to the garden site. Although transportation was available, most recipients got to the garden site on their own.

G. Students will assist other consumers with food selection and handling.

H. The grantee will coordinate with existing transportation resources to assist with project activities.

G. Produce was made available to all low-income, elderly, and disabled people who wanted it during year two.

H. In year two, transportation was made available to project participants by project director bus service.

PROJECT SELF-SUSTAINABILITY

The project director is searching for other funding sources to continue future agriculture enterprises by developing farmers' markets that can be operated by students. The grantee is also seeking other grant funds to maintain the project in the longer term.

2001 Community Food Projects

Grantee 2003 Annual Report Summary

Mala `Ai `Opio (MA`O)

Wai `anae Community Redevelopment Corporation

Wai `anae, HI

FY 2001 grantee, funded at \$125,000 for three years

Report received November 19, 2003

Project goal: The Mala `Ai `Opio (MA`O) Community Food Security Initiative is a comprehensive community development strategy to fight hunger, improve nutrition, strengthen the local food system, and empower low-income families from the Wai `anae Coast community to move toward self-sufficiency.

OBJECTIVES

Proposed

1. Produce and sell fresh, fairly-priced organic produce in the community while promoting food health, nutrition, and sustainable agriculture practices.

2. Practice and foster food land stewardship and sustainable environmental practices and

Performance

1. During year one, 1.25 acres of land were cleared, fertilized, and cultivated. Three-quarters of an acre was planted in fruit trees and one-half acre supported 24 varieties of field crops. Produce was sold weekly to the Kokua Natural Foods Cooperative and was planned to be available for sale through a farmers' market to be started in year two. Excess production was distributed to community organizations.

The farming experience reportedly changed youth food choices, with youth interns preparing their own meals using project-grown foods.

In year two, the five-acre MA`O Organic Farm managed by youth produced 16 different crops harvested weekly. Other grantee farms provided a total of about 25 cultivated acres, along with an orchard of 200 trees. Food produced was sold primarily to the community and used for meals in the café opened in year two.

2. Some 200 tons of green waste was recovered from landfills for use as mulch in

to encourage these methods throughout the community.

3. Create new and sustainable employment and business opportunities in the organic farming, value-added food manufacture, restaurant, and food industries in Wai`anae.

4. Promote and support partnerships and cooperative approaches to work and business that build community connections to empower the entire community.

5. Provide diverse edu-culture-work

year one. The grantee used over 12 tons of organic compost at its farm site that year and 15,000 square feet of cover crops helped improve the soil. The grantee's farm manager has visited local farms and hosted reciprocal visits. Farming operations were aided by 10 community workdays in year one that brought in 150 volunteers. Dozens of other persons visited the farm.

Sustainable and organic farming practices continued in year two and the farm applied for organic certification.

3. Sales of organic produce, averaging \$450 per week at the end of year one, were expected to increase in year two, though no sales figures were provided.

The grantee's "Aloha 'Aina Café and Natural Foods store opened during year two and employed three local residents, while serving local produce from the farm. The café, also a certified kitchen, was used to research, test, and sell value-added products, including dried bananas, pesto, kimchee, and laulau.

The grantee formed a partnership with Leeward Community College to expand organic agriculture through land acquisition, construction of a packing/processing facility, and development of a microenterprise training program. The College received a large grant from HUD for these purposes. The processing facility is to be turned over to the grantee upon completion.

4. In addition to the partnership with the Community College, the grantee has drawn upon the expertise of local professionals to enhance its project. Speakers versed in agricultural research, culinary arts, law, etc., have addressed the youth interns. Grantee staff and board members have also attended food security conferences and researched other Hawaiian projects.

5. Twelve youth interns were recruited in

experiences for youth, especially out-of-school youth, which nurture their dreams and encourage their creativity and expression, so they aspire to greatness and become leaders in the community.

each of the first two years for the leadership training program. Interns receive wages and health care benefits for their work at the farm and/or at the café. In year one, produced and sold laulau to fund a cultural and educational trip to Aotearoa and New Zealand. In addition to the education and training, the personal problems of these out-of-school youth are being addressed by project staff and collaborators.

The project also provides workshops around food and cultural traditions that was or will be presented to hundreds of seventh grade students.

PROJECT SELF-SUSTAINABILITY

The grantee estimates that 75 percent of the funding needed to sustain the project will be derived from organic produce sales by the end of year three. A business plan has been completed to accomplish that objective. Collaborative partnerships with business, education, community institutions, and local foundations should supply the difference. The certified kitchen/café is expected to be self-sustaining.

2001 Community Food Projects

Grantee 2003 Annual Report Summary

Hopi Community Food Project

Hopi Pu'tavi Project, Inc.
Second Mesa, AZ

FY 2001 grantee, funded at \$35,000 for two years
Report received December 3, 2003

Project goal: To produce viable economic options related to locally grown foods that are culturally compatible in a society where food is essentially significant in community life, both culturally and ceremonially. The project will focus on producing a business plan for a corn grinding business and develop a plan for the Hopi Tribe to form a Department of Agriculture to assist Hopi farmers.

OBJECTIVES

<u>Proposed</u>	<u>Performance</u>
1. Train Tribal staff and farmer representatives to use participatory rural assessment methods.	1. The major activity of the project in years one and two was organizing and conducting a Participatory Rural Assessment (PRA). Through a competitive selection process, eight representatives were selected and trained to conduct the PRA.
2. Collect data on Hopi agriculture and define existing farming systems on the Reservation.	2. The PRA interviewers completed assessment interviews with 77 farmers (70 males and seven females) from across the reservation to collect extensive information on Tribal agricultural and farming practices.
3. Define constraints to sustainable agricultural production faced by farmers.	3. The main concerns regarding sustainable agriculture were seed saving, irrigation, use of tractors for cultivation, and pest control. Continuation of farming among younger generations was also a concern.
4. Draft a Tribal Agricultural Plan to support agriculture and mitigate drought on the Reservation.	4. Information gathered from PRA surveys may be used to help formulate an Office of Agriculture within the Tribe.
5. Identify locally produced surplus foods.	5. The key crops planted were corn, beans, gourds, pumpkin, chile, squash, melons, and leafy vegetables. Fruit trees were also grown. Local production of these crops

during the two years of the project were limited, however, due to severe drought.

6. Support a corn grinding business for on-the-job training and income generation.

6. Bulk grinding was being done by only about 78 percent of farmers interviewed. Women may do more extensive grinding at home, but they were not consulted as part of the survey.

7. Work with Hopi farmers to determine the feasibility to plant a community field for corn production to produce corn meal to be marketed on or off the Reservation.

7. High interest was expressed in a community farm, but based on villages rather than Tribes. Corn is used for consumption on the reservation through: cooking and eating, ceremonial uses, gifts to others needing corn, and there are occasional sales on the reservation to other Hopi people.

8. Begin a marketing plan for the sale of locally branded corn meal.

8. Further research and community coordination will be necessary before start-up of a corn grinding business and sale of local corn meal.

Project Self-Sustainability

Due to the relatively small size of the grant, major activities had to be delayed, and a focus on the PRA was emphasized instead. The survey results collected during the project will be useful in improving and enhancing future Tribal agriculture and marketing efforts.

2001 Community Food Projects

Grantee 2003 Annual Report Summary

Thomaston Home Team Strategy

Alabama Rural Heritage Foundation, Inc., Thomaston, AL

FY01 grantee funded at \$125,000 for three years

Report received December 1, 2003

Project goal: To increase food security for youth and seniors in a small, predominantly African American, rural community by addressing the availability of fresh produce and the lack of commercial grocery stores.

OBJECTIVES

Proposed

1. To develop community-based Thomaston Home Team Strategy to implement and manage the proposed Community Food Project.

A. Involve local government and school officials.

B. Use the expertise of service agencies and higher education to maximize results.

2. To develop a comprehensive program for low-income seniors and adult residents solving personal food needs.

A. Help 100+ seniors become involved in growing high-quality food.

Performance

1. Work on the project began in March 2002 (year one), once a plot of land from the Town of Thomaston was available for establishing a community garden. Year two offered more significant progress.

A. During year one, the project director and a VISTA volunteer enlisted the aid of the Mayor, local officials, and teachers at the Amelia Love Johnson High School to help manage the project and plan the construction of a greenhouse at the school.

B. Consulting services from the horticulture staff at Alabama A&M University and extension staff from Tuskegee University were donated to the project in its first two years.

2. Interactions between project staff and local businesses and residents, including seniors, were begun in year one.

A. During year one, 10 residents used community garden plots to grow food for themselves, for sale, and for donation to seniors at a local nursing home. In year two, eight seniors raised

vegetables in community garden plots, but efforts to get more elderly persons involved have been unsuccessful.

B. Help low-income residents learn to grow high-quality food.

B. Community garden plots were made available to low-income residents, along with nutrition education classes. In spite of a dry summer during year two, more than a dozen vegetables and legumes were grown, with good yields.

C. Promote community development through involvement in a common project.

C. The project has attempted to promote community development through gardening and produce sales, nutrition classes, and construction of a greenhouse.

3. To develop a community program to grow and produce vegetables for food processing in a greenhouse environment.

3. Efforts to increase vegetable production and processing began in the project's first year of operation with the construction of a greenhouse.

A. Establishing horticulture-based project at local schools for 50 youth and local residents.

A. During year one, five students participated in a gardening course over the summer. In year two, another five stipend students participated in the project, receiving gardening instruction and taking field trips to farmers' markets.

B. Construct greenhouse for growing food-related plants.

B. A greenhouse was constructed at the local high school in conjunction with the project to teach horticulture. Three classes were held in year two, though there was limited interaction between the greenhouse and the garden. The greenhouse began raising bedding plants in year two.

C. Produce food for the local Farmers' Market and food processing plant.

C. Some of the produce grown in a market garden, along with jellies processed in the grantee's commercial kitchen, were sold at the farmers' market in year one. A commercial kitchen with vegetable cleaning room is expected to be completed in year three. A line of jelly products made in the kitchen will be marketed.

D. Provide vocational skills training for youth and job opportunities for residents.

4. To enhance the economic development of the Thomaston community by linking community involvement, local collaboration, youth vocational training, business and industry development to food production and processing.

A. Link the community garden and reenhouse operation to Coop Grocery and Farmers' Market.

B. Link the community garden and greenhouse operation to the food processing plant.

C. Link the Community Food Project to vocational skill training and future opportunities for youth.

D. Link the project to improved quality of life for low-income by teaching self-sufficiency.

D. Agriculture and vocational training classes are offered at the high school.

4. Economic development activities were initiated in year one but have not come to fruition.

A. The project had hoped to link the garden and greenhouse more extensively, but school officials have not been cooperative.

B. No activities were taken on this objective in the first two years, as the kitchen was not completed.

C. Skills training for youth began in year two with the installation of plasticulture as a demonstration project.

D. More than half a dozen monthly nutrition education seminars were offered during year one.

PROJECT SELF-SUSTAINABILITY

The production of bedding plants at the greenhouse, the sale of hanging plants and poinsettias, along with fundraising activities are being tested as means to raise revenues to maintain the project. However, funds will be needed in the future to maintain a part-time position for operation of the kitchen.